

Topic: CSD 11 2011-2012 Unit #1: Civil War & Reconstruction

Days: 8

Subject(s): Social Studies

Grade(s): 11th

Key Learning: Civil War & Reconstruction (1850-1877): Compare historical interpretations of the Civil War and Reconstruction.



Unit Essential Question(s): How do historical interpretations of the Civil War and Reconstruction differ between Northern and Southern interpretations?



Concept:
Civil War (History # 3a)

How do historical interpretations of the causes and outcomes of the Civil War differ between Northern and Southern historians?



Lesson Essential Question(s):
Why did the Civil War begin? (A)

How did the Civil War affect the North and the South? (A)

How did the outcomes of the Civil War affect the economic, social, and political development of the North and South (ET)



Vocabulary:

Concept:
Reconstruction (Geography 3a)

How did the process of Reconstruction define and deepen regional differences between the North and the South?



Lesson Essential Question(s):
How did the Reconstruction affect settlement patterns in the United States? (ET)

How did the Reconstruction affect the economic, political, and social development of the South? (A)

How did the federal government seek to achieve certain economic, political, and social goals in the South? (A)



Vocabulary:

Topic: CSD 11 2011-2012 Unit #2: Industrialization & Movement of People

Days: 14

Subject(s): Social Studies

Grade(s): 11th

Key Learning: Industrialization & Movement of People: How Industrialization and Migration transformed the United States.



Unit Essential Question(s): Was dealing with technological advancements a problem in the United States during the period of industrialization (compared to today)? Why are those issues difficult? Is this a pattern of continuity or change? To what extent can we learn from studying historical responses to societal problems?

**Concept:****Industrialization (Economics #1a)**

To what extent did economic self-interest and technological advancement contribute to industrialization?

**Concept:****Movement of People (Geography #1a)**

How was the U.S. population affected by hierarchy, accessibility, diffusion, and complementarity?

**Lesson Essential Question(s):**

How did increased productivity on farms and in factories affect the competitive nature of markets? (A)

How did government policies during the period of industrialization affect the competitiveness of markets? (A)

How did increased productivity during the period of industrialization impact the actions of consumers, producers, and the government? (ET)

**Lesson Essential Question(s):**

How did improvements in transportation impact Westward Expansion? (ET)

How was the development of cities affected by improvements in transportation? (ET)

How was urban development affected by competition and how was the interaction between places influenced by relative location and accessibility? (A)

How did the position of cities affect the life of people in those cities? (A)

**Vocabulary:****Vocabulary:**


Topic: CSD 11 2011-2012 Unit #3: Emergence of Modern America (1890-1919)

Days: 12

Subject(s): Social Studies

Grade(s): 11th

Key Learning: The Emergence of Modern America (1890-1919): Students will examine primary and secondary sources regarding the emergence of modern America in order to distinguish between historical fact and interpretation using different points of view.



Unit Essential Question(s): How do primary and secondary sources differ in their descriptions of the emergence of modern America?

Concept:
Progressive America (Civics #2a)

How did political parties play an extra-Constitutional role in American politics during the Progressive Era?

Concept:
Imperialism and World War I (History #2b)

How do primary and secondary sources differ in their descriptions of U.S. imperialism?

Lesson Essential Question(s):

How did economic, political, and social conditions affect the development of political parties during the Progressive Era? (A)

What government reforms made officials more responsible to the people? Why were they needed? (A)

Were the Progressives successful in their goals of expanding rights (in the workplace and for women), creating accountability in government, and creating a social conscience for issues such as conservation and urban health? (ET)

Lesson Essential Question(s):

How do primary sources present a complex picture of U.S. imperialism? (A)

How do secondary sources present a complex interpretation of U.S. imperialism? (A)

How has U.S. imperialism affected native cultures both positively and negatively? (ET)

How has U.S. imperialism altered American power and prestige in the international system? (ET)

How did imperialism result in an unprecedented international conflict? (ET)

Vocabulary:

Vocabulary:

Topic: CSD 11 2011-2012 Unit #4: Challenges of the Greatest Generation (1919-1945)

Days: 16

Grade(s): 11th

Subject(s): Social Studies

Key Learning: **Challenges of the Greatest Generation (1919-1945): Students will examine and analyze primary and secondary sources in order to differentiate between historical fact and historical interpretation.**



Unit Essential Question(s): **How do primary and secondary sources present different accounts of the Great Depression and WWII?**



Concept:

Great Depression (Economics #2)

How did the Roaring Twenties and the Great Depression affect economic policy and cause social change?



Concept:

World War II (History 2b)

How do primary and secondary sources present different accounts of World War II?



Lesson Essential Question(s):

How did the economic conditions of the 1920's allow for and encourage the social and cultural norms to change? (ET)

How did the prosperity of the 1920's set the stage for the economic collapse in 1929? (A)

How did the Great Depression reflect the interdependence of the American economy? (A)

How did government policies during the Great Depression affect the stability of the economy? (A)

How did the Great Depression affect economic growth and stability in the United States? (ET)



Lesson Essential Question(s):

How do secondary sources provide different accounts of the events of WWII? (A)

How can both primary and secondary sources help one to distinguish between historical fact and historical interpretation regarding WWII? (ET)

How did WWII affect the treatment of minority groups by American citizens and the United States government? (A)

How did WWII affect the economic, social, and political development of the United States? (ET)

How do primary sources present an account of the events of WWII? (A)



Vocabulary:

Vocabulary:

Topic: CSD 11 2011-2012 Unit #5: Post-War United States (1945-1970's)

Days: 18

Subject(s): Social Studies

Grade(s): 11th

Key Learning: Post-War United States (1945-1970's): Students will use competing historical accounts to trace the development of postwar conformity and change in the United States.



Unit Essential Question(s): How were contemporary issues of conformity and change problems for postwar America? Does this indicate a pattern of continuity or change? Why have historians come to conflicting conclusions regarding postwar American values?

**Concept:**

Cold War and Containment - Korea and Vietnam (History 3a)

Why have different historians reached varying conclusions about the causes and results of the Cold War?

**Concept:**

Civil Liberties Movement (Civics 2b)

Students will analyze the ways in which various dynamic government processes contributed to the expansion of freedom in the Post-War Era.

**Lesson Essential Question(s):**

Why do historians differ in their interpretations of the causes of the Cold War? (A)

How did the Cold War affect American foreign, domestic, and military policies? (A)

Why did the United States become involved in the Vietnam and Korean Wars? (A)

How have historians differed in their descriptions of the causes, conduct, and effects of the Korean and Vietnam Wars? (ET)

How did U.S. involvement in the Korean and Vietnam Wars affect U.S. economic, political, and social development? (ET)

**Lesson Essential Question(s):**

How did each branch of the federal government respond to increasing demand for expanded liberties? (A)

How did state and local governments respond to increasing demand for expanded liberties? (A)

How did the actions of citizens, interest groups, and political parties affect the expansion of freedoms? (A)

What problems would have arisen if the U.S. government had failed to adapt to the changing needs and desires of the people? (ET)

How did American political structures minimize the dangers of change associated with the expansion of freedom in the United States? (ET)

**Vocabulary:****Vocabulary:**


Topic: CSD 11 2011-2012 Unit #6: Contemporary United States

Days: 17

Subject(s): Social Studies

Grade(s): 11th

Key Learning: Contemporary United States (1968-Present): Students will use effective research methods in order to analyze materials regarding the contemporary United States and will draw conclusions as to whether those materials indicate patterns of continuity or change.



Unit Essential Question(s): How can a historian use varying artifacts and evidence to determine patterns of continuity or change in contemporary American history?

Concept:
Information Age (Economics 2)

Students will explain the effects of the Information Age on unemployment, business cycles, monetary policy, and fiscal policy.

Concept:
Changing American Demographics (History 2a)

Students will explain how the demographics of the United States have changed over time.

Concept:
Globalization (History 1)

Students will analyze the process of globalization and its effect on patterns of continuity and change in the United States.

Lesson Essential Question(s):
How has the advent of the Information Age affected the interdependence of the U.S. economy? (A)

How have government policies, changed as a result of the Information Age, affected economic stability in the United States? (A)

How has the Information Age affected productivity, economic growth, and employment? (ET)

Lesson Essential Question(s):
What evidence exists to suggest that there have been significant changes to the demographic makeup of the United States in the modern era? (A)

Why is it important to differentiate between fact and interpretation when analyzing demographic data? (ET)

How have changing demographics affected the economic, political, and social development of the United States? (ET)

Lesson Essential Question(s):
How has the U.S. responded to the process of globalization over time? (A)

How has the process of globalization produced patterns of continuity, change, or both? (ET)

How can the United States learn from past reactions to the processes of globalization? (A)

How has globalization affected the economic, political, and social development of the United States? (ET)

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